DOCUMENT RESUME

ED 163 259 08 CE 018 946

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TITLE Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-2: Assessing Students' Personal Characteristics.
INSTITUTION California State Univ., Fresno.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
PUB DATE 78
NOTE 25p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
AVAILABLE FROM Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Academic Achievement; Aptitude Tests; *Core Curriculum; Higher Education; Learning Activities; Learning Modules; Performance Based Teacher Education; Personality Assessment; Physical Examinations; Student Ability; *Student Characteristics; Student Interests; *Student Testing; *Teacher Education Curriculum; *Vocational Education

ABSTRACT

This module on assessing students' personal characteristics is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) assessing students' physical health and stamina; (2) assessing students' aptitudes; (3) assessing students' personalities; (4) assessing students' interests; and (5) assessing students' achievements. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163259

Common Core Curriculum
for Vocational Education

C-2

ASSESSING STUDENTS' PERSONAL CHARACTERISTICS

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Category C:

VOCATIONAL STUDENTS

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1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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This work was developed under a contract with the California State Department of Education under the provisions of Public Law 90-5-76, EPDA, Part F. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education and no official endorsement by the State Department of Education should be inferred.

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ASSESSING STUDENTS' PERSONAL CHARACTERISTICS

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a teacher of vocational subjects will be able to assess his/her own personal characteristics.

This assessment ability will, in turn, enable him/her to guide future agriculture, business, home economics, or industrial education students in the assessment of their personal characteristics.

As a result of this introspective process, these students will be better able to identify the particular occupation(s) for which they are most suited, both in terms of their personal strengths and weaknesses and of job requirements.

Module Overview

"Know thyself" was Socrates' advice for obtaining wisdom; this advice is also appropriate for making a successful choice of occupation.

Certain personal characteristics are thought to have significant bearing on one's successful experience, both in training for jobs and working in jobs. An understanding of the following five categories of personal characteristics, which are thought to be related to successful job experience, will be included in this module:

(1) Assessing Students' Physical Health and Stamina

(2) Assessing Students' Aptitudes

(3) Assessing Students' Personalities

(4) Assessing Students' Interests

(5) Assessing Students' Achievements

From an understanding of these personal characteristics, the student preparing to become a teacher of vocational subjects may be able to orient his/her students to specific occupations in which their personal characteristics are strong and which interest them as well as meet specific needs in the job market.

In addition, modules titled "Guidance and Counseling," "Assisting Students with Special Needs in Vocational Education Programs," and "Assessing the Needs of the Disadvantaged Student" include lessons that may be used with this module.

Resource Materials for Completing the Activities in this Module

An Introduction to Value Clarification. New York: J. C. Penney, Education and Consumer Relations Department, 1972.

Bolles, Richard Nelson. What Color is Your Parachute? Revised edition. Berkeley: Ten Speed Press, 1975.

Career Development. New York: J. C. Penney, Education and Consumer Relations Department, 1974.

Crystal, John, and Richard Bolles. Where Do I Go From Here With My Life? New York: The Seabury Press, 1974.

Holt, Robert. Assessing Personality. New York: Harcourt, Brace, Jovanovich, 1971.

Howard, Robert. Roles and Relationships. Sunnyvale, California: Westinghouse Learning Press, 1973.

Kimbrell, G., and B. S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois: McKnight Publishing Company, 1975.

Layton, Wilbur. Counseling Use of the Strong Vocational Interest Blank. Minneapolis: University of Minnesota Press, 1958.

Stock, William, and Frank Pratzner. Review of Research on Student Selection and the Prediction of Success in Occupational Education. Minneapolis: Minnesota Reserach Coordination Unit in Occupational Education, 1969.

Tests

Kuder Specimen Set, Science Research Associates, 1540 Page Mill Road, Palo Alto, California 94304.

The Multi-Aptitude Test, The Psychological Corporation, 304 E. 45th Street, New York, New York 10017.

Omnibus Personality Inventory, The Psychological Corporation, 304 E. 45th Street, New York, New York 10017.

Work Values Inventory, Houghton-Mifflin, Boston.

Filmstrip

Singer Education and Training Products. Self-Concept and Employment. Chicago, Illinois: SVE-Society for Visual Education, 1973. (Filmstrip No. G614-4.)

ASSESSING STUDENTS' PERSONAL CHARACTERISTICS

Lesson One: Assessing Students' Physical Health and Stamina

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to evaluate his/her physical health and stamina and the identification of the particular occupation(s) for which they are most suited.

Overview

As individuals' physical health and stamina vary, so do occupations vary in their requirements for physical health and stamina among employees.

Students enrolled in vocational education programs must make a careful evaluation of their physical health and stamina. They may then have successful work experiences based on their choice of a suitable occupation.

Suggested Activities

(1) Invite a school doctor and/or nurse to speak with you and other students about physical health and stamina as they are related to occupational success. Formulate three questions to ask of your guest speaker(s).

(2) Complete the structured autobiography as accurately as possible. Your answers will not be seen by anyone but you.

(3) Review and analyze your answers in your autobiography. If you had any notations in the "What Do I Plan to Do About This?" column, decide on a personal improvement plan which is reasonable and possible to follow.

(4) Discuss with students in your class and/or with the instructor how an evaluation of your own physical health and stamina and an effort to correct inadequacies may help you to help your students after you have become a teacher of vocational subjects.

Suggested Resources

Bolles, Richard Nelson. What Color is Your Parachute? Revised edition. Berkeley: Ten Speed Press, 1975.

Career Development. New York: J. C. Penney, Education and Consumer Relations Department, 1974.

Crystal, John and Richard Bolles. Where Do I Go From Here With My Life? New York: The Seabury Press, 1974.

HEALTH AND STAMINA AUTOBIOGRAPHY OF _____

Check either "yes" or "no" and explain your answer in the "comments" column. For every "no" answer, complete the "What Do I Plan to Do About This?" column.

	Yes	No	Comments	What Do I Plan To Do About This?
1. Is my weight appropriate for my height and build?				
2. Do I eat well-balanced meals?				
3. Do I avoid snacking between meals?				
4. Do I exercise regularly?				
5. Do I regularly get the amount of sleep my body requires?				
6. Do I avoid any practices which are thought to be harmful (such as smoking)?				
7. Am I careful to avoid accidents?				
8. Do I prevent myself from worrying unnecessarily?				
9. Am I even tempered?				
10. Do I have regular physical exams?				
11. Have I never had surgery?				
12. Do I wear <u>required</u> corrective measures faithfully (such as eyeglasses)?				
13. Do I take required medication faithfully?				
14. Do I have regular dental checkups?				
15. Do I follow suggested dental practices?				
16. Have I been free of serious emotional sickness?				
17. Have I been free of serious physical sickness?			11	

ASSESSING STUDENTS' PERSONAL CHARACTERISTICS

Lesson Two: Assessing Students' Aptitudes

Objective

Upon the satisfactory completion of this lesson, the student will be able to: (1) identify his/her aptitudes or natural abilities in order to capitalize on areas of strength. This assessment will enable him/her to guide future students in the assessment of their aptitudes; these students will in turn be able to identify the particular occupation(s) for which they are most suited in terms of aptitudes.

Overview

The statement that "we are all born equal" may be true. However, no two people have the same aptitudes to the same degree; each individual is unique in his/her own strengths and weaknesses.

It is only practical that people determine their natural abilities and then use their strongest natural abilities to the best advantage. If left to our own inclinations without pressure from the outside, we would probably be attracted toward occupations in which our natural abilities are strong and in which we have a "head start" towards success.

Students enrolled in vocational programs must carefully evaluate their aptitudes so that they may have successful experiences through their choice of suitable occupations.

Suggested Activities

(1) Make a list of what, in your opinion, are your strong, average, and weak aptitudes or natural abilities.

(2) Contact the Testing Center of your school and ask them to administer the GATB (General Aptitude Test Battery) to you. This is both a written and a performance test; it has been subjected to many investigations, is applicable to many vocations and to both males and females. It has been developed for both secondary and post-secondary students. If the GATB is not available, ask the Testing Center to substitute another aptitude test.

(3) Discuss your aptitude test results with Testing Center personnel and/or counselors and/or vocational teachers.

(4) Compare the results of activities 1 (your list of your strong, average, and weak aptitudes) and 2 (your scores on the GATB or other aptitude test). Think about the reasons for similarities and differences in these two sets of results.

(5) State in writing how an identification of your own aptitudes permits you to help others identify their aptitudes.

Suggested Resources

Bolles, Richard Nelson. What Color is Your Parachute? (Revised edition.) Berkeley: Ten Speed Press, 1975.

Career Development. New York: J.C. Penney, Education and Consumer Relations Department, 1974.

Crystal, John and Richard Bolles. Where Do I Go From Here With My Life? New York: The Seabury Press, 1974.

Tests

The Multi-Aptitude Test, The Psychological Corporation, New York.

Upon successful completion of assigned activities, proceed to Lesson 3.

APTITUDES OF _____

List your aptitudes and check either "strong," "average," or "weak" for each aptitude.

	Strong	Average	Weak
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Etc.			

How an identification of my aptitudes permits me to help others identify their aptitudes:

Lesson Three: Assessing Students' Personalities

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to identify his/her current personality characteristics and evaluate them in order to retain characteristics deemed desirable and change those deemed undesirable. This process will enable him/her to guide future students in an understanding of their personalities, and the identification of the particular occupation(s) for which they are most suited.

Overview

It is likely that the more interested you are in other people as individuals, the better you are at understanding them. If you have empathy for others (can feel essentially what another person feels), you can receive immediate impressions of others. When you observe the behaviors of others in a variety of situations and obtain information about them from outside sources, you begin to see some of their personality traits.

Students enrolling in a vocational education program must have a thorough understanding of their personalities. They may then have a successful work experience based on their choice of a suitable occupation.

Suggested Activities

(1) Write an unstructured autobiography, choosing whatever topics you wish to use in as accurate a description of yourself as possible.

(2) Ask five students in your class or five acquaintances to rate your personality according to "Five Major Factors in Ratings of Personality" by Robert Holt, Assessing Personality, page 88. Determine the pattern of ratings: What is the more often stated rating for each of the 20 pairs of ratings? What is the most often stated rating for each of the five major factors? List the personality characteristics which you would like to improve.

(3) Contact the Testing Center of your school and ask them to administer the 10-15 minute test, FIRO-B, to you.

(4) Discuss your personality test results with Testing Center personnel and/or counselors and/or vocational teachers.

(5) Compare your autobiography, the pattern of ratings by five students or acquaintances, and the personality test results.

(6) Make a list of those characteristics which you would like to improve. Decide on a personal improvement plan which is reasonable and possible to follow.

(7) Discuss with high school students in your particular vocational area what personality characteristics they feel to be important for job success in their particular vocational area and how they would rate themselves and their chances for success in that area.

(8) Write an unstructured autobiography, choosing whatever topics you wish to use in as truthful a description of yourself as possible.

Suggested Resources

An Introduction to Value Clarification. New York: J. C. Penney, Education and Consumer Relations Department, 1972.

Bolles, Richard Nelson. What Color is Your Parachute? (Revised edition.) Berkeley: Ten Speed Press, 1975.

Career Development. New York: J. C. Penney, Education and Consumer Relations Department, 1974.

Crystal, John and Richard Bolles. Where Do I Go From Here With My Life? New York: The Seabury Press, 1974.

Holt, Robert. Assessing Personality. New York: Harcourt, Brace, Jovanovich, Inc., 1971.

Howard, Robert. Roles and Relationships. Sunnyvale, California: Westinghouse Learning Press, 1973.

Tests

Omnibus Personality Inventory. The Psychological Corporation, New York.

Work Values Inventory. Houghton-Mifflin, Boston.

Filmstrips

Singer Education and Training Products. Self-Concept and Employment. Chicago, Illinois: SVE-Society for Visual Education, Inc., 1973. (Filmstrip No. G614-4)

Upon successful completion of assigned activities, proceed to Lesson 4.

ASSESSING STUDENTS' PERSONAL CHARACTERISTICS

Lesson Four: Assessing Students' Interests

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to: (1) identify his/her current interests in order to capitalize on areas of strength. This process will enable him/her to guide future students in the identification of their interests. These students in turn will be able to identify the particular occupation(s) for which they are most suited in terms of interests.

Overview

What does the term "interest" mean? Wilbur Layton has stated that "the interest of an individual can be defined as his like for, dislike for, or indifference to something such as an object, occupation, a person, a task, an idea, or an activity. Interests are one aspect of what is broadly considered as the motivation of an individual. Consequently, interests reflect the goals, needs, values, and specific motivations of the individual."

Why measure interests? Many feel that there are considerable differences between expressed and measured interests. Expressed interests usually emerge more from factors associated with prestige, family pressure, aspirational levels than do measured interests. It is therefore important to measure interests, and to do so relatively easily, in order to determine how realistic an interest pattern is with respect to aptitudes. Interest scores suggest those occupations in which an individual would presumably be happy and satisfied.

Students enrolled in vocational education programs must make a careful measurement of their interests. They may then have a successful work experience through choice of a suitable occupation.

Suggested Activities

(1) Make a list of your ten strongest interests, ranking them so that 1 is strongest and 10 is least strong.

(2) Contact the Testing Center of your school and ask them to administer the Strong-Campbell Interest Inventory or the Kuder Occupational Interest Survey to you.

(3) Discuss your interest test results with Testing Center personnel and/or counselors and/or vocational teachers.

(4) Discuss your interest test results with other students in your class, some of whom will have some of the same interests. Focus your discussion on how people can capitalize on strong interests.

(5) Compare the results of activities 1 (the rank order of your list of interests) and 2 (your interest test results).

(6) State in writing how an identification of your own interests permits you to help others identify their interests.

(7) Discuss with members of a high school vocational youth organization in your particular vocational area (FFA, FBLA, etc.) what interests they feel to be important for job success in their particular vocational area and how their chapter might "feed" those interests.

Suggested Resources

Bolles, Richard Nelson. What Color is Your Parachute? (Revised edition.) Berkeley: Ten Speed Press, 1975.

Career Development. New York: J. C. Penney, Education and Consumer Relations Department, 1974.

Crystal, John and Richard Bolles. Where Do I Go From Here With My Life? New York: The Seabury Press, 1974.

Tests

Kuder Specimen Set, Science Research Associates, Palo Alto, California.

Upon successful completion of assigned activities, proceed to Lesson 5.

ASSESSING STUDENTS' PERSONAL CHARACTERISTICS

Lesson Five: Assessing Students' Achievements

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to identify his/her achievements in order to capitalize on those areas of past successful achievement. This process will enable him/her to guide future students in the assessment of their achievements. These students in turn will be able to identify the particular occupation(s) for which they are most suited in terms of achievement.

Overview

A variety of factors, single or combined, make for successful achievement. Included among these factors are physical health and stamina, aptitudes, personality, and interests. Past successful achievement itself becomes a factor in future successful achievement.

Suggested Activities

(1) List seven of your achievements about which you feel most proud. Include all segments of your life--home, school, work, etc. It does not matter whether anyone else believes you have achieved these things, or whether you achieved these things to a greater or lesser degree than others. What does matter is that you feel you have achieved them.

(2) Assemble and list evidences of achievement:

a. Your educational achievements--the kinds of courses you have taken, the kinds of grades you have earned.

b. Any special skills you have learned (such as typewriting, sewing, etc.).

c. Your work experiences--paid or unpaid, part-time or full-time.

d. Your social activities--organizations to which you have belonged, leadership roles you have played as an officer, committee chairperson, etc.

e. Any special honors (such as awards, scholarships, etc.).

(3) State in writing how an identification of your achievements permits you to help others identify their achievements.

(4) Look back to Lessons 1-4 and think about the relationships among your physical health and stamina, aptitudes, personality, interests, and achievements. Discuss with a teacher in your specific area of vocational education (agriculture, business, home economics, industrial education) and a counselor, separately or together, how teachers and counselors can cooperate to help students assess their personal characteristics in order to identify the particular occupation(s) for which they are most suited in terms of these characteristics.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

ASSESSING STUDENTS' PERSONAL CHARACTERISTICS

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	This pre/posttest is designed to assess your knowledge of assessing students' personal characteristics. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. Explain how physical health and stamina are related to occupational success.

2. How do aptitudes affect occupational choices?

3. How do your attitudes and values help determine the occupation for which you are best suited?

4. Compare and contrast your personality as you see it and as others see it.

Pre/posttest (continued)

5. What does the Kuder Occupational Interest Survey tell about interests?

6. How does an identification of your achievements permit you to help others identify their achievements?

7. List several jobs in your specific area of vocational education. For each job, list your personal characteristics that might be an advantage for that job and those that might be a disadvantage.

Return this test to your instructor.

ASSESSING STUDENTS' PERSONAL CHARACTERISTICS

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) The response should present a detailed explanation of the idea that as individuals' physical health and stamina vary, so do occupations vary in their requirements for physical health and stamina among employees.

2. (L2) The response should present a discussion of the concept that a natural ability often promotes an interest in a particular occupation, as individuals tend to be interested in what they can perform easily and well.

3. (L3) Your attitudes and values form your personality. They are responsible for the extent and manner with which you seek to know (assess) yourself, other persons and things, and the world at large. If you value comfort to a greater-than-average extent, you should not generally seek employment in an uncomfortable atmosphere; if you are greatly concerned with physical appearance, you should not generally seek employment in an atmosphere where it would be difficult to maintain an attractive physical appearance; if you are greatly concerned about the welfare of others, you should not generally seek employment in an atmosphere lacking in contact with others.

4. (L3) Responses will vary from individual to individual. It may be evident that some students are not willing and/or able to assess their personalities as they or others see them. If they make only "surface" statements, they have not been sufficiently introspective to answer this question satisfactorily. They should assess their personality traits (such as cooperation, sociability, etc.) as they and others see them rather than state results of the traits.

5. (L4) The Kuder test is made up of forced-choice items, each requiring the subject to indicate the one possibility in three that he/she likes most and the one that he/she likes least. Kuder grouped items that represent the same type of interests (outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical), give a profile of interests useful in guiding a person into an occupation to which his profile is known to be relevant.

6. (L5) Physical health and stamina, aptitudes, personalities, and interests affect achievement. This answer will vary from individual to individual depending on the amount of introspection the individual has been capable of achieving.

7. (L-all) Response will vary from individual to individual depending on the specific area, jobs in the specific area, and the individual's personal characteristics. For example, a student preparing to become a business teacher might list typist, secretary, receptionist, accountant, salesperson, or bank teller. Under typist, the student might list good eyesight as an advantage or failure to wear necessary eyeglasses as a disadvantage, finger dexterity as an advantage or lack of it as a disadvantage, ability to concentrate on details as an advantage or inability to concentrate on details as a disadvantage, interest in working indoors as an advantage or interest in working outdoors as a disadvantage, high grades in English as an advantage or low grades in English as a disadvantage.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education